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ABSTRACT

The Audiovisual Materials Evaluation Committee prepared this report to guide elementary and secondary teachers in their selection of supplementary economic education audiovisual materials. It updates a 1969 publication by adding 107 items to the original guide. Materials included in this report: (1) contain elements of economic analysis--facts, concepts, generalizations, and theories--rather than pure description; (2) use accurate data and internally consistent logic; and (3) are organized for effective teaching-learning experience from the point of view of process and content. A statistical analysis of the new materials indicates to audiovisual materials producers areas in need of new materials. For instance, instructional aids for the elementary grades are very scarce as are materials on the problems of developing nations. Annotated materials are arranged by the following subcategories: (1) General Nature of Economics; (2) Markets, Prices, and Resource Allocation; (3) Income Determination, Stabilization, and Growth; (4) Role of Government and Economic Institutions; (5) International Economics; (6) Comparative Economic Systems and Economic History; and (7) Special Series. Each entry includes source, date, type of instructional aid, applicable classroom subjects, grade level, analytical concepts used, and a short annotation. A list of the material by grade level and by title and a list of producers and distributors complete the guide. (JH)

Audiovisual Materials Evaluation Committee

Sidney J. Kramish, Chairman

Audiovisual Materials for Teaching Economics

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Foreword

This report of the Audiovisual Materials Evaluation Committee has been prepared primarily to guide elementary and secondary teachers in their selection of supplementary instructional aids. It is an expanded reference that updates the 1969 publication and has its roots in the original 1961 *Study Materials for Economic Education in the Schools.*

The report doubles the number of items recommended for classroom use. Furthermore, it provides the reader with new insights on the review process used by the committee, includes a reflective section on the state of the art and has improved the cross-referencing by titles and grade levels.

It is hoped that commercial publishers of audiovisual materials will benefit from reading this report. One of our objectives is to have publishers fill in the production gaps so that teachers will have more options when determining the media for a given instructional task.

Audiovisual Materials for Teaching Economics is a worthy supplement to other specialized reference sources prepared for and distributed by the Joint Council, such as Games and Simulations, Children's Books, Basic Reference Library for Secondary Schools, as well as Research in Economic Education.

As in the past it was possible to evaluate only those materials brought to the attention of the Committee. Good materials may have been omitted. We welcome the submission of suggestions from any group or organization for consideration in subsequent reports.

We are indebted to Dr. Sidney Kronish and his prestigious committee for their hard work. The committee of course bears the full responsibility for their recommendations. The Joint Council is proud to publish and distribute this report.

S. Stowell Symmes
Joint Council on Economic Education

October 1972

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PART I

Introduction

Purpose

The primary purpose of the Materials Evaluation Report is to help teachers select effective supplementary economic education materials. This difficult task has been made more difficult by the rapid growth of the educational establishment and the rising tide of audiovisual materials. Between 1960 and 1970, student enrollment increased by 13 million, a million new teachers were employed and the cost of education rose by 160 percent.[1] In this same decade, expenditures on audiovisual equipment and materials by elementary and secondary schools rose by $100 million. For 1970, expenditures an audiovisual equipment were $213 million and on materials $28.8 million.[2]

The rising tide of audiovisual materials has become a major source of teachers' delight and despair. Teachers are overjoyed at the prospect of choosing from many materials and they are downcast at the almost impossible task of carefully evaluating these materials. The information supplied by producers and distributors is rarely sufficiently objective and detailed for choosing with confidence. In preparing its first Report, this Committee was compelled by catalog descriptions to look at approximately 1,000 items; of these, only 10 percent were recommended as useful for economic education. This does not mean that only 10 percent were good materials, but rather that the materials did not meet the special criteria established for economic education.

Criteria

Economic Analysis

In making its recommendations, the Committee was guided by explicit criteria. The Committee decided to recommend only items that contained an important element of economic analysis. In determining what is economic analysis, the Committee adhered to *Economic Education in the Schools: A Report of the National Task Force on Economic Education.*

Economists use tools of analysis — facts, concepts, generalizations and theories — to build models of the real economic world. Some of these tools of analysis are simple; some are complex. Experience in schools has demonstrated that the core of economic analysis can be effectively taught to and learned by very young children.

Frequently, perhaps too frequently, descriptions of economic institutions may not utilize economic analysis. Since the purpose of economic education is to enable students to make better choices when confronted by economic issues, the Committee rejected purely descriptive materials. Only those items that added to the students' usable store of concepts, generalizations, and theories were recommended by the Committee.

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Objectivity

The Committee sought objectivity. Were the data presented accurately and was the logic internally consistent? Did the conclusions, if any, flow from the data and logic? The Committee was not so much concerned with the absence of a point of view — a virtually unattainable goal in the analysis of economic behavior — as with the use of reason in discovering the forces and factors that move the American economy.

Consequently, the Committee solicited for review the output of special interest groups as well as that of presumably neutral producers. The Committee carefully examined every item submitted. In making its recommendations, the Committee did not reject any item simply because it was produced on behalf of a special interest group. The test was whether the material conformed to the criterion of objectivity as defined above.

Effectiveness

Effectiveness was another criterion guiding the selection process. The fundamental question asked by the Committee was whether the audiovisual material provided an exciting and effective learning experience.

A priori, achieving agreement of the Committee on learning effectiveness, might appear to be a formidable task. Members of the Committee have had different educational and experience backgrounds and might reasonably be expected to favor different approaches to the learning-teaching process.

There is as yet no commonly accepted general theory of learning.[3] In its deliberations, the Committee made no attempt to establish its own general theory of learning. Rather, time was spent — and relatively little time was needed — on some simple tests of effectiveness: Is the material consistent with curricula and courses currently guiding work in the schools? Does the item achieve its purpose? Is the exposition organized to meet the needs of a specific group of learners? Is the material a better use of student-teacher time and energy than more traditional and less expensive technologies? In sum then, the test was whether the exposition was organized as an effective teaching-learning experience from both the point of view of process and content.

Committee

The economist-educators serving on the Review Committee were chosen for their professional interest in economic education and their capacity to apply the criteria effectively. The membership of the Audiovisual Evaluation Committee follows:

Louis Casella, Social Studies teacher and Department Chairman, Pascack Hills High School, Montvale, New Jersey; B.S., Villanova University; M.A., Montclair State College; secondary teacher, 15 years; graduate of New Jersey Council on Economic Education, Leadership Training Institute (LTI), 1961.

Daniel Daly, Principal, Willard Elementary School, Ridgewood, New Jersey; B.A., Princeton University; M.E., Rutgers University; elemen-

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tary school teacher, 4 years; Vice Principal, 1 year; Principal, 16 years; graduate LTI, 1961.

Robert deCastro, Assistant Director, Center for Economic Education, adjunct instructor, Montclair State College; B.S., Trenton State College; M.A., Rutgers University; M.A., Purdue University; teacher, elementary level, 14 years; Vice Principal, elementary level, 3 years; adjunct instructor, college level, 2 years; graduate LTI, 1965.

Emma Fantone, Director, Media Center, Associate Professor of Audiovisual Education; B.A., M.A., Montclair State College.

John Gallagher, Professor of Economics, Upsala College; B.A., M.A., Ph.D., Tufts University; secondary school teacher, 2 years; college level teaching, 26 years; frequent instructor, economic education workshops.

Sidney J. Kronish, Executive Director, Center for Economic Education, Professor of Economics, Montclair State College; B.S., M.A., New York University; Ph.D., Graduate Faculty, New School for Social Research; teacher, college level, 25 years.

Shirley Peterson, Teacher, Social Studies, Leonia High School, New Jersey; B.A., Montclair State College; M.A., Columbia University; teacher, secondary, more than 25 years; graduate LTI, 1968.

John Ruel, Director, Employee Relations, Bloomingdales; B.A., Pace College; candidate for M.A., Montclair State College; teacher, elementary, 5 years; teacher, secondary, 3 years; graduate LTI, 1967.

Anthony Suglia, Chairman, Social Studies, Passaic Valley Regional High School, New Jersey; B.S., Kutztown State College; B.A., Montclair State College; M.A., University of Illinois; teacher, secondary level, 23 years; adjunct, college, 7 years; graduate LTI, 1961.

Joseph Talarico, Chairman, Economics Department, Professor of Economics, Rider College; B.A., M.S., Ph.D., Rutgers University; teacher, college level, 27 years; frequent instructor, economic education workshops.

The Committee was assisted in its work by the following economics majors at Montclair State College: Michael Aiello, Mark Asch, Barbara Griffiths, Geri Moaba, Nancy Morrison, Gary Patnosh and Dimitri Tsanacas.

Evaluation Process

The efficient completion of the work of this Committee was made possible by the creative assistance of the Media Center at Montclair State College. The Media Center, in existence for over 30 years, has an earned reputation for expertise. It maintains a very complete inventory of audiovisual equipment, an extensive collection of audiovisual materials and a reference library. These resources were made available to the Committee.

The staff of the Media Center is engaged in training teachers effectively to use audiovisual materials, and in the collection, evaluation and dissemina-

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tion of equipment and materials. The experienced personnel of the Media Center, under the leadership of Miss Fantone, participated in each step of the materials evaluation process.

The first step in the process was the identification of reputed producers of materials. Unfortunately, it is the practice of the industry to use the term "producer" loosely. Some producers only distribute the product of others, others who call themselves "producers" produce and distribute their own product as well as the product of others. Some neither produce nor distribute; they contract with others to provide these services. The list in Part V will help readers to communicate with the "producers" and "distributors" of all items recommended in this Report.

On the basis of descriptions provided by the producers and in-house and other recommendations, 251 items not previously viewed by the Materials Evaluation Committee were solicited. Some producers chose not to have their output reviewed. Two hundred and seven items were examined by two or more members of the Committee. Of these, 107 additional items were added to the list of recommended materials.

All materials submitted were evaluated by at least three persons. An evaluation report was completed for each item reviewed. The form used by the Committee is appended to this Report. Each item was first evaluated by a Montclair State College student-economist. An item rejected was then submitted for review to a member of the Evaluation Committee. If the committee member concurred with the student-evaluator, the item would be evaluated by the Chairman of the Committee before being denied further consideration. Thus a rejected item had to be rejected three times.

Each item recommended for use by student-evaluators was reviewed independently by an economist and an educator. If the two evaluators were in disagreement, the Chairman of the Committee would make the decision by viewing the item and analyzing the evaluation reports.

It should be evident that the intent of the procedure was to utilize expertise to develop a Materials Evaluation Report that would be useful to classroom teachers. The items rejected by the Committee were materials, however excellent, that did not meet the criteria established by the Committee. The Report presents sufficient data on each item to enable a scrupulous, potential user to consider incorporating it into his planned program of instruction.

Statistical Analysis

An analysis of the new items recommended for use indicates that for many subject matter areas, there are few useful materials. As shown in Table A, few items are available in the areas of General Nature of Economics; Role of Government and Economic Institutions; International Economics; Comparative Economic Systems and Economic History.

The available useful new material is unevenly distributed within each of the major categories in areas chosen by the Committee. The following areas of economic education are seriously under-represented: Patterns of Income Distribution; Profits and Wages; Public Finance; Economic Security and Welfare Programs; and Problems of Underdeveloped Nations.

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CENTER FOR ECONOMIC EDUCATION
Montclair State College

Name of Evaluator_____ Recommended___ Not Recommended___

Title_____

Producer_____

No. Frames_____ Date of Production_____

Running Time_____ Color_____ Black and white_____

Sound_____ Silent_____ Teacher's Guide_____

Analytical Concepts Emphasized:_____

Special strengths and weaknesses:_____

Suggestions for use (grade, topic, etc.)_____

General estimate of film: Poor___ Fair___ Good___ Excellent___

Brief Summary of content:_____

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Table A

Distribution of Items Recommended by Subject Matter Area

(in percentages)

I.	General Nature of Economics		2
II.	Markets, Prices and Resource Allocation		40
	A. Economic Resources	24	
	B. Productivity and Technological Change	14	
	C. Organization of Business Firms	12	
	D. Operation of a Market System	36	
	E. Patterns of Income Distribution	7	
	F. Profits and Wages	7	
		100	
III.	Income Determination, Stabilization and Growth		31
	A. Measuring Economic Performance	25	
	B. Spending Behavior and Causes of Instability	25	
	C. Money, Banking and Monetary Policies	50	
	D Fiscal Policy and the Role of Debt	—	
		100	
IV.	Role of Government and Economic Institutions		9
	A. Public Finance and the Role of Government	11	
	B. Economic Security and Welfare Programs	11	
	C. Agriculture	55	
	D. Urban Economic Problems	22	
		99	
V.	International Economics		9
	A. International Trade and Finance	100	
	B. Problems of Underdeveloped Nations	—	
		100	
VI.	Comparative Economic Systems and Economic History		9
	A. Comparative Economic Systems	45	
	B. The Historical Approach to Economics	55	
		100	

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The analysis showed that the grade level distribution of new items recommended was strongly skewed toward the upper grades. Despite more than 20 years of experience proving the contrary, producers of audiovisual materials in economic education appear to be of the opinion that economic analysis cannot be successfully incorporated into the work of the earliest grades in school. Sixty-five percent of the acceptable output was confined to grades 9 through 12.

Combining consideration of both subject matter areas and grade level showed some areas of economic education to be seriously under-represented (see Table B). This may reflect the difficulty to incorporate some areas of economic analysis in the lower grades. There are no new acceptable materials for kindergarten through the third grade in the following categories: General Nature of Economics; Productivity and Technological Change; Patterns of Income Distribution; Profits and Wages; Measuring Economic Performance; Spending Behavior and Causes of Instability; Fiscal Policy and the Role of Debt; Economic Security and Welfare Programs; Agriculture; Urban Economic Problems; International Trade and Finance; Problems of Underdeveloped Nations; Comparative Economic Systems; and The Historical Approach to Economics.

There are also lacunae with little or no acceptable output in various special areas of economic education for students in grades 4 through 8. There are no new items recommended for these grade levels in the following areas: General Nature of Economics; Patterns of Income Distribution; Profits and Wages; Measuring Economic Performance; Spending Behavior and Causes of Instability; Fiscal Policy and the Role of Debt; Public Finance and the Role of Government; Economic Security and Welfare Programs; Urban Economic Problems; International Trade and Finance; Underdeveloped Nations.

Only teachers in grades 9 through 12 have some degree of choice among new audiovisual items in economic education.

Table B

Distribution of Items Recommended by Topic and Grade Level
(in percentages)

		K - 3	*4 - 8*	*9 - 12*
A.	General Nature of Economics	—	—	100
B.	Markets, Prices and Resource Allocation	36	16	47
C.	Income Determination, Stabilization and Growth	6	16	78
D.	Role of Government and Economic Institutions	11	11	78
E.	International Economics	—	—	100
F.	Comparative Economic Systems and Economic History	—	56	44

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There is a core of economic analysis that is an indispensable foundation to an understanding of the workings of the American economy. One of the desired outcomes of the work of the materials evaluation committees has been to stimulate the production of usable items that would insure adequate coverage of the essential core of economic analysis. As the foregoing statistical analysis has demonstrated, there are still large gaps to be filled by the production of audiovisual materials in economic education.

Because these gaps exist, the materials evaluation committees have been more concerned with content than with process — with the adequacy of the economic analysis rather than with the effectiveness of the item as a learning experience. Instructional technologies have been part of the American educational scene since the end of World War II, and the economic education movement spearheaded by the Joint Council on Economic Education has already celebrated its twentieth birthday. Is it not time for an appraisal of the state of the art?

The 1960's, frequently described as a period of social ferment, nourished expectations of great change in education. This did not happen. Rather, the ferment in society tended to underline ". . . how resistant our educational institutions are to change. The revolutions came, not in our schools, but in our view of them, in our changing conception of the nature of childhood, and what society, through its schools, should do *for* children rather than *to* them."[4]

Innovations in instructional technology were among the influences that stimulated expectations of change. The new media — particularly television — were embraced by many as the essential means of transforming schools to our desirings. School boards, normally conservative, were receptive to the siren call of salesmen of audiovisual equipment and materials. Between 1960 and 1970, expenditures by public schools for audiovisual equipment rose from 39.6 to 213 million dollars, and expenditures on audiovisual materials rose from 15.2 to 28.8 million dollars. The projected expenditures for equipment and materials for 1975 are 48.6 million for materials and 306.6 million dollars for equipment.[5]

Economic educators, accustomed to cost-benefit analysis, are apt to blanch at the results of the heavy investment in instructional technology. In describing where we are, an authoritative source states: "The present status of instructional technology in American education is low in both quantity and quality."[6]

The failure of instructional technology to achieve its potential is commonly attributed to four factors[7]: (*1*) high cost; (*2*) negative attitudes of teachers and students; (*3*) poor materials; and (*4*) the failure to integrate the use of audiovisual materials and processes into the educational program. All of these have implications for audiovisual instruction in economic education.

Initial investment and continuous use of instructional technology are likely to be costly. Instructional television has been used effectively but it does not appear to have any strong comparative advantage over alternative instructional processes.[8] In addition, educational television is the

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most expensive of the processes available. A study made in 1968 by Booz, Allen and Hamilton Inc. estimated that the use of ITV in 16,000 school systems, containing approximately 80 percent of the elementary and secondary school population, would cost from 265 million to 1.5 billion dollars. These figures represented the initial installation costs and the new additional operating costs that would be the responsibility of the school systems who elected to use any of the then existing systems of instructional television.[9] It is the responsibility of those convinced that the audiovisual process in economic education should be expanded to demonstrate that the educational benefits of ITV justify such large expenditures.

Other consideration than high initial investment costs contribute to the costliness of instructional technology. Among the most significant are: "1) Developing and testing high-quality programs. 2) Providing time for teachers to gain an understanding of technology, to learn the technical skills necessary, and to plan programs. 3) Employing media specialists and teacher aids. 4) Maintaining equipment."[10]

Innovations in instructional technology have been occurring at an accelerated rate. The consequence has been that there has been no standardization of machines and equipment and, of course, costs have risen.[11] The Materials Evaluation Committee was compelled to reject some items submitted by producers solely because their use required equipment not commonly found in public school systems.

The sometimes hostile attitude of teachers, particularly on college campuses, has been an important obstacle to the wider use of audiovisual processes. "Part of the lackluster record of educational uses of television is, of course, due to the heretofore merciless economies of the medium. The fundamental pedagogic mistrust of the medium remains also a fact of life. The proof of the pudding lies in the fact that on many campuses today fancy television equipment, purchased in earlier and more affluent days of university life, now lies idle and often unused."[12]

While many public school teachers are more receptive to change in educational procedures than their former professors, some teachers are reluctant to use mechanical aids. The use of machines requires more long-term planning, creates the necessity to learn something about machines, and imposes some degree of inflexibility in classroom procedures.

Producers should not assume that teachers will be receptive to each new advance in instructional technology. Except for a few bold experiments — some in economic education — teachers are seldom involved in the process of creating audiovisual materials. Producers have seldom applied evaluation processes that convince teachers that a use of audiovisual materials is clearly superior to more traditional procedures.[13]

The uncritical acceptance of audiovisual materials by some teachers has not been helpful to the development of instructional technology and has inspired hostility in some students. Almost everyone in education knows a teacher who abuses instructional technology by the random use of audiovisual materials. "The danger with audiovisual materials is that teachers use them when they are too tired or too lazy to teach. They rarely use them to enhance the child's learning experience."[14]

Negative attitudes of students stem from unsatisfactory experiences

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with instructional technology. In 1969, a poll showed students eager for many educational innovations. "One innovation got an overwhelming thumbsdown from the students: Teaching by films and closed circuit television. The reason, they said, was that it cast them in a passive role and froze out class discussion."[15]

Improved materials, creatively utilized, could result in a more receptive attitude by teachers and students towards the use of audiovisual procedures in education. Despite its technical virtuosity, for most teachers the audiovisual process remains a marginal method, conventionally used to help vary the chalk and talk classroom procedure. The unique possibilities of instructional technology have yet to be explored and exploited.

Conventional audiovisual media — films, filmstrips, tapes, cassettes and overhead transparencies — are being used as supplementary rather than as a primary process in education. The conventional media are designed to be used by a teacher working with a class in a traditional environment.[16] Even some of the newer media, television for example, are too often used in a stilted and unfruitful environment: A man talking and, hopefully, a group of students watching. Is the voice of a master teacher on a film and a chart on a studio wall the most effective use of instructional television?

A chapter entitled "Instructional Technology Tomorrow" in the already cited study made for the House of Representative's Committee on Education and Labor incisively discusses the potentialities of instructional technology.[17] The exposition is worthy of extensive quotation:

1 "Technology can make education more productive. . . . It can help the teacher make better use of his time . . . inspiring students to learn and encouraging them to apply newly acquired information in useful ways.

2 Technology can make education more individual . . . (with greater use of instructional technology) . . . . Different combinations of teachers, students, materials, space, time, and dollars can respond more to actual learning needs and less to administrative convenience.

3 Technology can give instruction a more scientific base. Instructional technology could provide the framework necessary for designing conditions of learning that are more closely based on what is known about how humans learn.

4 Technology can make instruction more powerful. New forms of communication give man added capability . . . the live teacher cannot say everything . . . . By stressing instruction through teacher and textbook alone, formal education has become overly verbal. Many students—particularly poor or minority group children—are thus handicapped in their academic progress, finding themselves ill at ease with the kind of language, oral or written, which they encounter at school.

5 Technology can make learning more immediate. Instructional technology can help bridge the gap between the world outside and the world inside the school. . . .

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6. Technology can make access to education more equal. Equal access to rich learning environments is not possible without some recourse to technology."

The Materials Evaluation Committee found that available audiovisual materials have yet to realize the full potential of instructional technology. Most items reviewed were designed to fulfill the conventional purposes of supplementing traditional procedures of a teacher working with a class. Few of the materials evaluated evidenced a concern for individual differences, and most assumed a passive role for students in the learning process. Only a minority of the materials were imaginative efforts to bridge the gap between the world inside and the world outside of the classroom. Few of the items showed sensitivity to their unique advantages and limitations as alternatives to traditional classroom procedures.

But stress should be on the fact that there are more and better audiovisual materials in economic education available today. In its 1969 Report, the Materials Evaluation Committee could only recommend 10 percent of the audiovisual output reviewed; the Committee is recommending one-half of the materials evaluated for this Report.

The systematic integration of instructional technology in the educational process is a desirable goal; it may also be a realizable goal.

Time has dissipated the euphoria engendered by innovation in the media. The belief that instructional television could overcome all our major educational problems is dead. Proponents of audiovisual processes recognize that instructional technology is one tool among many that may broaden and deepen educational experiences.

What is needed is rigorously conducted experiments to incorporate innovations in media and other changes — team-teaching, open classrooms, nongraded classrooms, educational parks, etc. — with traditional educational resources, and a systematic effort to find the combination that will best achieve stipulated objectives.[18]

It is undoubtedly a result of the influence of the Joint Council on Economic Education that some of the hard-nosed experimentation on the effectiveness of different teaching methods has been conducted in the area of economic education.[19] The Committee's Report will have fulfilled one of its purposes if it stimulates educators and producers of economic education materials to enlarge their efforts to incorporate audiovisual processes so as to make learning a more exciting and effective experience.

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Footnotes

[1]"The Magnitude of the American Educational Establishment, 1960-1970," *Saturday Review* (Sept. 12, 1970), 67.

[2]Committee on Education and Labor, House of Representatives, *To Improve Learning*. Washington, D.C.: United States Government Printing Office, 1970, pp. 66-67.

[3]Norman MacKenzie, Michael Eraut and Hywel C. Jones, *Teaching and Learning*. Paris: United Nations Educational, Scientific and Cultural Organization, 1970, pp. 43-48 and *passim*.

Paul Saettler, *A History of Instructional Technology*. New York: McGraw-Hill, 1968, pp. 47-75.

[4]James Cass, "The Crisis of Confidence — And Beyond," *Saturday Review* (Sept. 19, 1970), 61.

[5]House of Representatives, *To Improve Learning*, 1970, p. 67.

[6]*Ibid.*, p. 21.

[7]*Ibid.*, pp. 20-26; William H. Allen, "Audio-Visual Instructions," *The Schools and the Challenge of Innovation*, Committee for Economic Development, Supplementary Paper No. 28, 1969, pp. 218-228; Norman McKenzie, Michael Eraut and Hywel C. Jones, *Teaching and Learning*, Paris, Unesco, 1970, pp. 90-97; Paul Saettler, *A History of Instructional Technology*, New York, McGraw-Hill, 1969, pp. 195-266; Charles E. Silverman, *Crisis in the Classroom*, New York, Random House, 1970, pp. 155-180.

[8]See articles in *Journal of Economic Education*, 1 (1969), 12-56.

[9]Clyde N. Carter and Maurice J. Walker, "Cost of Instructional T.V. and Computer Assisted Instruction in Public Schools," *The Schools and the Challenge of Innovation*, p. 321.

[10]*To Improve Learning*, p. 23.

[11]*The MPL Recorder*, Vol. XIV, No. 1 (January-February 1972); Vol. XIV, No. 2 (March-April-May 1972), Memphis, Tennessee.

[12]"Television: The Unfulfilled Promise," *Change* (February 1972), 11.

[13]Philip Jackson, "Technology and the Teacher," *The Schools and the Challenge of Innovation*, pp. 127-146.

[14]Robert S. Nathan, "Messiah of the Ed Schools," *Change* (October 1971), 54.

[15]*To Improve Learning*, pp. 25-26.

[16]William Allen, "Audio-Visual Instruction," *op. cit.*, p. 217.

[17]*To Improve Learning*, pp. 27-34.

[18]William H. Allen, *op. cit.*, pp. 226-238; *To Improve Learning*, pp. 37-38; Paul Saettler, *op. cit.*, pp. 353-369; Robert A. Weisgerber, Ed., *Instructional Process and Media Innovations*. Chicago: Rand McNally, 1968, p. 505-525.

[19]See footnote 8 above.

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PART II

Annotated Listing of Recommended Materials by Subject Matter

General Nature of Economics

Basic Economic Concepts (Economics Series, Set No. 1)
Filmstrip; 40 frames; B&W
McGraw-Hill Book Company, Text-Film Department, 1961
Economics; U.S. History; Problems in American Democracy
Grade Level: 10-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Basic Economic Problems

> Because human desires tend to increase more rapidly than the output of goods and services, each society must make decisions as to what shall be produced, how to use its scarce resources, how shares of the social product shall be allocated, etc. The filmstrip describes the mechanisms relied upon in the United States to provide answers to these basic economic questions.

Economics: The Science of Choice (World of Economics Series)
Filmstrip, 34 frames; color
McGraw-Hill Book Company, Text-Film Department, 1963
Economics; Problems of Democracy; U.S. History Grade Level: 10-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: The Economic Problem; Normative and Positive Economics; Role and Functions of Economics

> The central economic problem is the scarcity of resources relative to human desires. This central problem compels society to examine alternatives and develop an economic system. The economist has the responsibility of using data and logic to clarify the choices confronting society.

00029

Markets, Prices and Resource Allocation

1. ECONOMIC RESOURCES

Can the Earth Provide?
Film; 30 mins.; sound; B&W
McGraw-Hill Book Company, Text-Film Department, 1960
World History; Economics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Consequences of Population Explosion

This film, in a very dramatic fashion, portrays the race between population and productivity. The world faces the frightening question of whether the earth can provide enough to sustain a rapidly growing population.

Conservation for Beginners
Film; 11 mins.; sound; color
Coronet Films, 1967 (There are many distributors throughout the country. Consult telephone directory for distributor in your area.)
Social Studies Grade Level: K-4
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Conservation and Optimal Use of Scarce Resources

Through experimental work in class and through field trips, young students observe the effects on productivity of erosion, crop rotation, contour planting, preserving woods, and other essential conditions affecting output of land.

Conserving Our Mineral Resources Today
Film; 11 mins.; sound; color
Coronet Films, 1966 (There are many distributors throughout the country. Consult telephone directory for distributor in your area.)
Social Studies; Geography Grade Level: 7-9
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Optimal Use in Production of Scarce Mineral Metals

The film shows how increased and frequently inefficient use of metals have added to costs of production. A number of metals once available here must now be imported from abroad. Through better utilization and more attention to alternative sources of supply, escalation of costs may be contained.

Feeding the World's People
Filmstrip; 42 frames; B&W
Current Affairs Films, Division of Key Productions, Inc., 1966
World History; Economics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Problems Posed by Population Growth, Especially in Underdeveloped Countries

09020

The filmstrip describes the unprecedented growth of population and it delineates the problems population growth has engendered in developed countries. The prospects of using modern technology to effect a balance between the growth of population and the growth of output, especially in developing countries, are explored.

Knowing Our Community Helpers
12 tapes, each with two segments; each tape runs 18 to 22 mins.; sound; teacher's guide.
H. Wilson Corporation, 1969 (There are many distributors throughout the country. Consult telephone directory for distributor in your area.)
Soical Studies Grade Level: 1-3
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Division of Labor, Specialization

"Knowing Our Community Helpers" is a series of 24 8- to 12-minute scripts which provides primary grade pupils with an understanding of specialization and division of labor in their own community. The productive functions provided by neighbors of the children are used as a basis for providing an understanding of the interdependence and division of labor in our kind of a market system.

Man Uses and Changes the Land
Film; 11 mins.; sound; color
Coronet Films, 1967 (There are many distributors throughout the country. Consult telephone directory for distributor in your area.)
Social Studies Grade Level: 3-4
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Land as a Factor of Production; Opportunity Cost Principle

Gifts of nature are essential to the production of food, clothing and shelter. While modern technology has given man more scope to use land for many old and new purposes, there is the persisting problem of choosing the optimal use for this relatively scarce factor of production.

Neighborhood Series
6 filmstrips and 3 records: Neighborhoods of Many Kinds, Neighborhoods in the Country, Neighborhoods in Small Towns, Neighborhoods in the City, Neighborhoods in the Suburbs, Neighborhoods Change. 49 frames per strip; 64 mins.; color.
Coronet Films, 1967 (There are many distributors throughout the country. Consult telephone directory for distributor in your area.)
Social Studies Grade Level: 1-4
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Interdependence and Specialization of Neighborhoods

This series describes the various kinds of neighborhoods and it depicts their interrelationships. The sixth filmstrip analyzes why neighborhoods change.

00021

Our Productive Resources
Film; 10 mins.; color; sound; teacher's guide
Arthur Barr Productions, 1968
Social Studies Grade Level: 1-4
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Scarcity; Human, Natural and Capital Resources

The film defines scarcity and resources and shows how resources can be combined to fulfill human desires. The film challenges the viewer by ending with the question: "Can you identify the productive resources used in the home, classroom, businesses?"

We Make Choices
Film; 10 mins.; color; sound; teacher's guide
Arthur Barr Productions, Inc. 1969
Social Studies Grade Level: 1-4
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Scarcity of Resources Relative to the Human Wants; Opportunity Costs

The film explains the economic problem: Scarcity of resources relative to human desires. It discusses the mechanisms by which societies cope with the scarcity problem. Excellent photography provides examples of the major ideas presented.

We Want Goods & Services
Film; 10 mins.; color; sound; teacher's guide
Arthur Barr Productions, Inc., 1968
Social Studies Grade Level: 1-4
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Consumption and Production, Goods and Services

Through the use of common experiences, the film makes evident that one must serve as a producer in order to function as a consumer; it also makes important distinctions between producer's goods and consumer goods, durable goods and nondurable goods.

2. PRODUCTIVITY AND TECHNOLOGICAL CHANGE

Age of Specialization
Film: 15 mins.; B&W; sound
McGraw-Hill Book Company, Text-Film Department, 1957
U.S. History; World History Grade Level: 6-8
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Division of Labor and Rising Output

The film describes the changes in medicine, farming, retailing and shoe manufacturing in the first half of the twentieth century. The sources and consequences of rapidly changing technology are examined.

00022

Automation and the National Welfare
Filmstrip; 42 frames; B&W
Current Affairs Films, 1962
U.S. History; Introduction to Business; Economics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Changing Technology, Factor Substitution, and Productivity

This filmstrip emphasizes the beneficent prospects of automation. Automation can help industry reduce cost, improve products and services, and increase output. If society can accommodate to labor-displacing innovation, automation may lead to higher levels of living and a better system of national defense.

Automation: The Next Revolution
Film; 20 mins.; B&W; sound
McGraw-Hill Book Company, Text-Film Department, 1963
U.S. History; Economics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Technological Change and Employment.

The film describes the development of automation and discusses the need to develop socially beneficial adaptations to rapidly changing, labor-displacing technology. Automation is here depicted as a major source of social dislocation in the years ahead.

Cotton in Today's World
Film; 11 mins.; color; sound
Coronet Films, 1961 (There are many distributors throughout the country. Consult telephone directory for distributor in your area.)
Social Studies; U.S. History Grade Level: 7-9
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Causes and Consequences of Technological Change

The film traces the evolution of cotton technology from early to contemporary times. Factors prompting changes in technology and the consequences of technological change are described.

The Meaning of the Industrial Revolution
Film; 12 mins.; B&W; sound
Coronet Films, 1950 (There are many distributors throughout the country. Consult telephone directory for distributor in your area.)
Social Studies Grade Level: 6-9
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Relationships Among Technological Change, Output and Demand

The film is an abbreviated story of the industrial revolution in England during the 18th century. At the start of the century, the domestic system of production prevailed and each village tended to be a self-sustaining unit. The fruits of the earlier period of exploration and colonization stimulated trade, rising incomes and increased demand; this led to scientific investigations and technological change. Begin-

00023

ning with the textile industry, the new technology spread to other sectors of the economy. Technological change interacted with rising output, income and demand. England became the first nation in the modern world to move from the domestic to the factory system of production.

The New South: An Economic Overview
Filmstrip; 40 frames; B&W
Current Affairs Films, 1957
U.S. History; Economics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: How Technological Change is Transforming the Southern United States

This filmstrip describes how the New South is being transformed by application of contemporary technology. For a long time, southern economy was centered on agriculture, with a large labor force providing low yields per acre, and with little industry and very many underdeveloped natural resources. The Southern United States is now experiencing an agricultural revolution and an influx of industry, and is experimenting with new ways of utilizing natural resources.

3. ORGANIZATION OF BUSINESS FIRMS

The Corporation
2 filmstrips; 158 frames; 27 mins.; color; sound
Guidance Associates, 1969
U.S. History; Economics: Problems of American Democracy; General Business Grade Level: 8-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Advantages and Disadvantages of a Corporate Form of Business Organization

Through a review of the evolution of business organization from the 18th century to the present time, the filmstrips describe advantages and disadvantages of the corporate form of business organization.

Going Places
Film; 10 mins.; color; sound
National Education Program, 1960
Social Studies Grade Level: 5-8
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Sources of Success in an Enterprise Economy

Animated cartoons show a boy starting a soap business that flourishes and grows into an important corporation. The film deals with the opportunities and difficulties faced by a firm in its search for profits.

Michael's Moon Store
Filmstrip; 52 frames; record; color; sound; teacher's guide
AVI Associates, Inc., 1970 Distributor: Holt, Rinehart & Winston, Inc.

00024

Social Studies Grade Level: K-3
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Factors of Production; Consumption; Circular Flow

Through the device of entering a new business, the factors of production are explained and the risks of entrepreneurship explored.

The Modern Corporation
Film; 28 mins.; color; sound
John Sutherland Productions, Inc., 1966
Introduction to Business; U.S. History; Economics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Advantages and Disadvantages of Forms of Business Organization

The film shows why a single proprietorship becomes a corporation. It describes the principal effects of competition and monopoly.

What Makes Us Tick?
Film; 12 mins.; color; sound
Modern Talking Picture Service, Inc., 1952
Introduction to Business; Economics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: External Financing of a Modern Corporation

Through a visit to the New York Stock Exchange, the film explains how securities are purchased and sold. The film describes how a growing company raises needed capital funds.

4. OPERATION OF A MARKET SYSTEM

A Collar For Patrick
Filmstrip; 50 frames; record; color; sound; teacher's guide
AVI Associates, Inc., 1970 Distributor: Holt, Rinehart & Winston, Inc.
Social Studies Grade Level: K-3
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Factors of Production; Production; Profits

In a market society, production generates income as well as goods and services. The connections between the factor markets and the product markets are described. The need to earn income in order to be able to buy goods and services is explained. The exposition of these ideas is achieved through a discussion of Daniel's need to buy a collar for the duck so that his duck would be clearly identified.

Community Services
Film; 11 mins.; color
Aims Instructional Media Services of California, 1967
Social Studies Grade Level: 1-4
ANALYTCAL CONCEPTS AND GENERALIZATIONS: Factor and

00025

Product Markets; Specialization and Interdependence; Consumer Sovereignty; Price Determination

The film shows how various community helpers, from both the public and private sector, gain an income by providing services to members of the community.

Competition in Business
Film; 13½ mins.; color; sound
Coronet Films, 1962 (There are many distributors throughout the country. Consult telephone directory for distributor in your area.)
Introduction to Business; U.S. History; Economics Grade Level: 7-10
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Direct Competition from Rival Firms and Indirect Competitive Pressures from Other Industries

A teacher searches for concrete information about how competition affects business behavior. Through an interview of a producer of film equipment, the pressures on a business by its close competitors and potential rivals are described.

Crossroads
Film; 14 mins.; color; sound
Dun & Bradstreet, 1977 Distributor: Audio Productions; Educational Media Services, Inc.
Social Studies Grade Level: 5-9
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Circular Flow of Income and Output; Supply and Demand in Labor Markets

The film depicts trends in the labor markets so as to provide guidance for students in making career choices. The decision of a career is difficult and important. The film poses many questions that should be resolved before a young person commits himself to a career choice.

Daniel's Birthday
Filmstrip; 50 frames; color; sound; teacher's guide
AVI Associates, Inc., 1970 Distributor: Holt, Rinehart & Winston, Inc.
Social Studies Grade Level: K - 3
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Goods and Services; Opportunity Costs

In connection with a young boy's birthday, the distinctions between goods and services are made. Opportunity cost and occupational specialization are dealt with in this filmstrip.

Everyone Helps in a Community
Film; 15 mins.; color; sound
Churchill Films, 1960 (There are many distributors throughout the country. Consult telephone directory for distributor in your area.)
Social Studies Grade Level: 1-4

00026

ANALYTICAL CONCEPTS AND GENERALIZATIONS: Division of Labor: Specialization and Interdependence

A farm family's life is transformed by the coming of the railroad. The farm becomes specialized in producing strawberries and becomes dependent on others for goods and services. The farm becomes more productive and the family deeply involved in market processes.

Growth of Big Business in America (1865-1900)
Film; 16 mins.; B&W; sound
Coronet Films, 1967 (There are many distributors throughout the country. Consult telephone directory for distributor in your area.)
U.S. History; Problems of Democracy Grade Level: 7-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Size of Business Units and Effectiveness of Competition

The film describes the growth from small beginnings to big business in the railroad, steel, and oil industries in the United States. Frequently, firms grow larger in order to achieve economies of scale. Occasionally, firms grow so large as to blunt the possibilities of effective competition. These conditions raise serious questions as to whether or not the market system can automatically achieve optimal allocation of scarce resources. As a result of the development of large-scale businesses in the United States in this period, 1865-1900, Congress passed antitrust laws, beginning with the Sherman Act.

The Investor and the Marketplace
Film; 22 mins.; color
American Stock Exchange, 1969 Distributor: Association-Sterling Films
U.S. History; Business; Economics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Supply and Demand in an Organized Market

The film describes how buying and selling takes place on the American Stock Exchange and some of the consequences of this for the American economy.

Jobs for the 1970's
35mm slides; color; teacher's guide
U.S. Department of Labor, Bureau of Labor Statistics, 1971 (Distribution through regional offices.)
Social Studies Grade Level: 11-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: The Nature of the Job Market in the Future

This series of 40 35mm slides describes the present and future job opportunities in the United States. Information is provided on the kinds of jobs available and the industries in which they are found as well as the qualifications for such jobs.

00027

Making the Things We Need — Division of Labor
Film; 11 mins.; color; sound
Encyclopaedia Britannica Educational Corp., 1969
Social Studies Grade Level: 1-4
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Specialization; Division of Labor; Exchange

The film discusses how specialization, division of labor and exchange facilitate output and raise consumption levels.

Markets in a Free Economy (World of Economics Series)
Filmstrip; 34 frames; color
McGraw-Hill Book Company, Text-Film Department, 1963
U.S. History; World History; Problems of Democracy Grade Level: 10-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Nature and Functions of the Market System

This filmstrip defines the market system and describes how the system functions to allocate scarce resources to fulfill human desires. In the United States, primary reliance is on the pursuit of profits in the market to achieve optimal allocation of resources. Situations in which the government has intervened to modify the market results are described.

Money Talks: The Case for Competition (Program V)
Film; 30 mins.; B&W; sound
Columbia Broadcasting System, 1962 Distributor: Carousel Films, Inc.
U.S. History; Economics Grade Level: 11-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Relationship of Competition to Output, Costs and Prices

Economic analysis has proved that competitive markets provide lower costs and prices and higher outputs while monopolistic markets lead to higher costs and prices and lower outputs. Purely competitive and purely monopolistic markets are seldom found in the real world. Consequently, difficult decisions are faced in trying to achieve the benefits of competition without losing the advantages of economies of scale.

Profit and Cost Equilibrium (Economics Series, Set No. 2)
Filmstrip; 44 frames; B&W
McGraw-Hill Book Company, Text-Film Department, 1950
Economics (Advanced Students) Grade Level: 11-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: The Crucial Variables Shaping the Decisions of the Firm under Conditions of Perfect and Imperfect Competition

This filmstrip employs marginal analysis to describe the cost-revenue considerations that will shape a firm's decisions in pursuit of maximum profits. The freedom of action of the firm is altered by the extent of competition in the market for factors of production and in the market for consumer goods and services.

09028

Why Communities Trade Goods
Film; 10 mins.; color; sound
Churchill Films, 1966 (There are many distributors throughout the country. Consult telephone directory for distributor in your area.)
Social Studies Grade Level: 1-4
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Advantages of Geographic Specialization

Communities specializing in different types of production are described to illustrate the reasons for specialization of production and the advantages of exchange.

Why Fathers Work
Film; 14 mins.; color; sound; teacher's guide
Encyclopaedia Britannica Films, Inc., 1969
Social Studies Grade Level: 1-4
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Interdependence and Specialization; Interrelations of Factor and Product Markets

Because father is a producer of goods and services, he earns an income which enables him and members of his family to buy the goods and services they desire.

5. PATTERNS OF INCOME DISTRIBUTION

Organized Labor in Today's America
Filmstrip; 44 frames; color
Current Affairs Films, 1970
U.S. History Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Causes and Consequences of Rise of Organized Labor in the United States

The filmstrip recalls the history of organized labor in America and outlines the problems confronting unions in the U.S. today.

Poverty, Problem and Promise
Filmstrip; 42 frames; B&W
Current Affairs Films, 1965
U.S. History; Economics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Anatomy of Poverty in the United States

This filmstrip provides a summary of the statistical data available in 1964 that identifies the causes, extent and victims of poverty. There is a brief discussion of some of the proposals to cope with the problem of poverty in the United States.

Supply and Demand (Economics Series, Set No. 2)
Filmstrip; 34 frames; B&W

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McGraw-Hill Book Company, Text-Film Department, 1950
Economics (Advanced Students) Grade Level: 11-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Equilibrium Price; Elasticity of Supply and Demand

This filmstrip, relying on the usual supply and demand curves and schedules, describes the determination of the equilibrium price under competitive conditions. The relationship between the extent of competition and price elasticity of demand is depicted and elasticity of supply is described.

6. PROFITS AND WAGES

The Distribution of Income (World of Economics Series)
Filmstrip: 34 frames; color
McGraw-Hill Book Company, Text-Film Department, 1963
Economics (Advanced Students) Grade Level: 10-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: How Wages, Interests, Rent and Profits are Determined

Through the use of marginal analysis, the filmstrip explains how factor shares are determined in the market. The significance of profits in the American economy is emphasized. Efforts of government to reduce gross inequities in the distribution of income are described.

Strike in Town
Film; 39 mins.; B&W; sound
National Film Board of Canada, 1955 Distributor: McGraw-Hill Book Co.
Economics; Problems of Democracy; Civics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Determinants of Wages; Process of Collective Bargaining

The film describes how two issues—seniority and wages—emerge as the crucial items dividing labor and management in negotiations for a new contract. An eleventh-hour compromise prevents an impending strike that might have serious economic effects on the community.

Wages and Hours (World of Economics Series)
Filmstrip; 36 frames; color
McGraw-Hill Book Company, Text-Film Department, 1963
Economics Grade Level: 10-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Determinants of Wages

Labor is a productive resource, and its price (wage) is determined in the market by forces of supply and demand. Market forces are sometimes modified by custom, government action, and activities of trade unions.

09030

INCOME DETERMINATION, STABILIZATION AND GROWTH

1. MEASURING ECONOMIC PERFORMANCE

Gross National Product
Film; 10 mins.; color; sound
Twentieth Century Fund, 1970 Distributor: McGraw-Hill Book Co.
U.S. History; Economics Grade Level: 10-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Measurement and Uses of Gross National Product

The film details how the Gross National Product is computed. It describes the various uses made of this computation and concludes by emphasizing that the GNP does not measure the quality of life.

Gross National Product (Economics for Our Times Series)
Filmstrip; 36 frames; color
McGraw-Hill Book Company, Text-Film Department, 1962
Economics (Advanced Students) Grade Level: 10-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Meaning and Uses of Gross National Product

How Gross National Product is measured is described. Under specified conditions, GNP can be a useful indicator of economic welfare. There are pitfalls to be avoided in comparing GNP of different countries.

Index Number and Economic Statistics (Economics for Our Times Series)
Filmstrip; 37 frames; color
McGraw-Hill Book Company, 1962
U.S. History; Business; Economics (Advanced Students)
Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Uses and Limitations of Index Numbers

The filmstrip demonstrates the essentiality of statistics in economics. While proving the importance of statistics, it also emphasizes how similar data can be differently interpreted. It shows how a price index can be constructed and the various uses to which such an index can be put.

Money Talks: Goals and Growth (PROGRAM 1)
Film; 30 mins.; B&W; sound
Columbia Broadcasting System, 1962 Distributor: Carousel Films, Inc.
U.S. History; Economics Grade Level: 11-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Gross National Product and the Goal of Full Employment

09031

This film describes the meaning and measurement of the Gross National Product at a given period and over time. It explains the importance of full employment and describes how we may be able to come closer to this goal of economic policy.

National Income, PART 1, SET NO. 1 (Economics Series)
Filmstrip; 36 frames; B&W
McGraw-Hill Book Company, Text-Film Department, 1950
Economics Grade Level: 10-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Measurements of National Outputs and Incomes

The filmstrip describes how gross national product, net national product, and national income are measured. Circular flow, as an analytical tool, is introduced. Money income is distinguished from real income.

National Income, PART 2, SET NO. 1 (Economics Series)
Filmstrip; 36 frames; B&W
McGraw-Hill Book Company, Text-Film Department, 1950
Economics (Superior Students) Grade Level: 10-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Investment Spending and Capital Formation

The filmstrip develops the distinction between gross and net investment. The significance of investment spending is emphasized by a discussion of capital formation in growing, stagnating and disinvesting economies.

Productivity: Key to America's Economic Growth
Film; 27 mins.; color; sound; teacher's guide
John Sutherland Productions, Inc., 1964
U.S. History; Economics; Business Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Economic Growth and Productivity; Productivity and Wage Determination; Productivity and Profits

This film provides an overview of the American economy. An historical analysis of the record of productivity in American history is presented. The relationship between productivity and the rising level of living of the American people is emphasized.

The '29 Boom and the '30's Depression
Film; 15 mins.; B&W; sound
McGraw-Hill Book Company, Text-Film Department, 1960
U.S. History; Economics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Causes and Phases of a Business Cycle

Through newsclips, the film presents an historical view of the causes and attempted cures of the Great Depression. In addition to providing insights into this specific experience, the film develops a rationale for contracyclical policies.

00032

2. SPENDING BEHAVIOR AND CAUSES OF INSTABILITY

Be Credit Wise
Filmstrip; 87 frames; color; record; teacher's guide
Household Finance Corporation, 1970
Business Courses, Home Economics Grade Level: 7-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: The Sources, Uses and Limitations of Credit

The filmstrip, valuable for showing the economic aspects of personal finance, develops the importance of wise management of the use of credit.

Business Cycles and Fiscal Policy, SET NO. 2 (Economics Series)
Filmstrip; 36 frames; B&W
McGraw-Hill Book Company, Text-Film Department, 1950
U.S. History; Economics (Advanced Students) Grade Level: 11-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Theories of Business Fluctuations

After describing symptoms of business fluctuations, this filmstrip discusses causes and possible cures for economic stability. Uses and limitations of contracyclical fiscal policy are developed.

Controlling the Business Cycle (Economics for Our Times Series)
Filmstrip; 36 frames; color
McGraw-Hill Book Company, Text-Film Department, 1962
Economics (Advanced Students) Grade Level: 10-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Nature, Causes and Possible Cures of Business Fluctuations

The filmstrip describes a typical business cycle. Accelerator and multiplier analysis are introduced to explain cumulative movements. There is a discussion of built-in stabilizers and of contracyclical fiscal policy.

Inflation
Film; 20 mins.; color; sound
Encyclopaedia Britannica Educational Corporation, 1953
U.S. History; Introduction to Business; Economics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Causes, Consequences and Possible Cures for Inflation

The film describes the causes of an inflationary spiral in the immediate post-World War II period. It suggests monetary and fiscal policies that were thought appropriate weapons to contain escalation of prices at that time.

Inflation and You (Economics for Our Times Series)
Filmstrip; 36 frames; color
McGraw-Hill Book Company, Text-Film Department, 1962

09033

U.S. History; World History; Problems of Democracy Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Inflation, Causes and Cures

The general causes of inflation are described. Runaway and creeping inflations are defined. During wars, governments usually are compelled to impose wage-price controls to try to contain inflation. At other times, monetary and fiscal policies are relied upon to control inflation.

Our Role as Consumers
Filmstrip; 56 frames; color; silent
Institute of Life Insurance, 1968 Distributor: Association-Sterling Films
Social Studies Grade Level:5-7
ANALYTICAL CONCEPTS AND GENERALIZATIONS: The Nature of Resources and Wants

While following two teenagers through ordinary life situations, the filmstrip emphasizes how economics affects their lives. The filmstrip develops the interrelatedness of the roles played by all of us and emphasizes that actions that we take as consumers affect our life and the lives of others.

Unemployment in a Free Economy
Filmstrip; 39 frames; B&W
Current Affairs Films, 1961
U.S. History; Problems of Democracy; Economics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Kinds of Unemployment

This filmstrip presents a historical record of unemployment in the immediate post-World War II period. The filmstrip describes kinds of unemployment—seasonal, cyclical and frictional—and discusses some proposals for preventing a severe incidence of unemployment.

The Value of Your Dollar
Filmstrip; 44 frames; color
Current Affairs Films, 1968
U.S. History; World History; Economics (Superior Students)
Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Nature, Causes, Preventatives and Consequences of Inflation

This filmstrip tries to describe the principal causes and consequences of recent inflationary pressures. Cost-push and demand-pull effects are discussed and balance of payments problems and gold crises described.

3. MONEY, BANKING AND MONETARY POLICIES

Adam Builds a Bank
Filmstrip; 52 frames; color; record; sound; teacher's guide

00034

AVI Associates, Inc., 1970 Distributor: Holt, Rinehart & Winston, Inc.
Grade Level: K-3
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Fundamental Operations of a Bank

The rationale of spending, saving, and borrowing are discussed. These processes are described by young people in appropriate language.

Banking and Monetary Control: SERIES II
Filmstrip; 37 frames; B&W
McGraw-Hill Book Company, Text-Film Department, 1950
Economics (Superior Students) Grade Level: 10-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Tools of Monetary Policy

A brief history of the emergence of modern, fractional reserve banking is provided. The tools of monetary policy available to the Federal Reserve authorities—reserve requirements, rediscount rate, open-market operations—are described.

Banks and the Poor
Film; 58 mins.; B&W; sound
National Educational Television, 1970 Distributed through Indiana University
Problems of American Democracy; Sociology;
Economics (Advanced Students) Grade Level: 12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Determinants of Interest Rates; Responsibilities of Commercial Banks

The film discusses the question of whether banking institutions are organized to meet the needs of the poor in respect to housing and credit. A spirited dialogue between a member of the House of Representatives and a banker focuses attention on the question of how successful banks have been in solving community problems.

Beginning Responsibility: Using Money Wisely
Film; 11 mins.; color; sound
Coronet Films, 1967 (There are many distributors throughout the country. Consult telephone directory for distributor in your area.)
Social Studies Grade Level: 1-3
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Exchange in a Monetized Economy

In a market economy, money links productive efforts and income with consumption possibilities. The film shows how money is earned and how it may be spent wisely or foolishly. Human desires tend to increase faster than income. Income receivers, therefore, must choose carefully to make optimum use of the money incomes they receive.

The Curious History of Money
Film; 20 mins.; color; sound
Barclays Bank Ltd., 1971

09035

American History; European History; Economics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: The Use of Money in Exchange

Using primarily British examples, this film traces the uses of money and the developments of banks from earliest times to the present. The film is a clear and precise exposition of the crucial role that money and banks play in the development of a modern complex economy.

Dollar Victory
Filmstrip; 49 frames; color; sound; teacher's guide
The International Film Bureau, 1970
Social Studies Grade Level: 5-7
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Services to Persons Provided by Commercial Banks

A young man with family responsibilities learns, on the basis of his own experience, some of the workings of a banking system. Among other items, he becomes acquainted with checking accounts, negotiation of loans, counselling services and budget advice which are made available to him.

Economic Stability: The Quest and the Questions
Film; 22 mins.; color
American Bankers Association, 1969 Distributed through local state banking associations.
Social Studies; Economics (Mature Students) Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Recession and Inflation; Use of Monetary and Fiscal Policies as Countercyclical Devices

The film describes the symptoms of economic instability and discusses the uses and limitations of monetary and fiscal policies as countercyclical devices. The film challenges viewers to consider the consequences of choices among the alternative courses of action.

Inflation
Film; 27 mins.; color; sound
Committee for Economic Development, 1971 Distributor: McGraw-Hill Book Co.
Social Studies; Business Education Grade Level: 11-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Causes of Inflation; Monetary and Fiscal Policy

The film describes the economic condition in 1961-65 that created an inflationary potential. It discusses the effects of spending on prices, output and employment under conditions of full employment. It then describes measures available to dampen inflationary pressures.

It's All Mine
Film; 10 mins.; color; sound
John Sutherland Productions, Inc., 1969

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Social Studies; Consumer Education Grade Level: 7-9
ANALYTICAL CONCEPTS AND GENERALIZATIONS: The Function of Banks in Savings; Investment and Capital Formation

Two young boys decide to save. Through a visit and a discussion at a commercial bank, they learn how banks mobilize savings and lend these to business firms for investment spending.

Manage Your Money
Film; 15 mins.; color
American Bankers Association, 1967 Distributed through local state banking associations.
Social Studies; Business Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Circular Flow; Opportunity Costs; Spending and Saving

Through a series of vignettes, several of the fundamentals of personal money management are portrayed and their social consequences are depicted.

Money and Banking
Film; 28 mins.; color; sound; teacher's guide
John Sutherland Productions, Inc., 1968
U.S. History; Business; Economics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Money; Expansion and Contraction of the Nation's Money Supply; Monetary Tools of the Federal Reserve System

The film defines money and describes how commercial banks operate in a market economy. The power of the Federal Reserve System to regulate the expansion and contraction of the monetary system is depicted.

Money and Banking (World of Economics Series)
Filmstrip; 36 frames; color
McGraw-Hill Book Company, Text-Film Department, 1963
Economics Grade Level: 10-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Nature of a Federal Reserve Money and Banking System

The nature of money and credit is described. The filmstrip explains the quantity theory of money and discusses briefly Federal Reserve monetary policies.

Our Credit Economy, Part I and Part II
Filmstrip; 129 frames; 19 mins.; color; sound
Guidance Associates of Pleasantville, N.Y., 1969
Business Courses; Social Studies; Problems of American Democracy
Grade Level: 8-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Uses and Limitations of Consumer Credit

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The filmstrip traces the history of the development of consumer credit and describes the economic roles of consumer credit. Among problem areas dealt with are: Real vs. nominal interest; disadvantages of buying on credit; dangers of disclosures of personal data by credit bureaus.

Our Money System
Filmstrip; 108 frames; 21 mins.; color; sound; teacher's guide
Guidance Associates of Pleasantville, N.Y., 1967
U.S. History; Economics; Problems of American Democracy; Business Education Courses Grade Level: 8-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Functions of Money; Operations of the Federal Reserve System; Monetary Policy

The filmstrip describes the United States' banking system. It depicts the powers of the Federal Reserve System to utilize monetary policy to counter inflation and recession.

The Story of Our Money System
Film; 11 mins.; color; sound
Coronet Films, 1968 (There are many distributors throughout the country. Consult telephone directory for distributor in your area.)
Social Studies Grade Level: 4-6
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Functions of Money

The film traces the evolution of exchange from reliance on barter to the use of paper money. It provides many examples of how money functions as a medium of exchange, standard and store of value.

Your Town
Film; 15 mins.; color
American Bankers Association, 1966 Distributed through local state banking associations.
Social Studies; Introductory Business Courses Grade Level: 7-10
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Functions of the Commercial Banking System

The film describes the various banking services available and discusses how these services affect the economy of the community.

4. FISCAL POLICY AND THE ROLE OF DEBT

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Role of Government and Economic Institutions

1. PUBLIC FINANCE AND THE ROLE OF GOVERNMENT

Our Community Services
Film; 14 mins.; color; sound
Encyclopaedia Britannica Educational Corp., 1969
Social Studies Grade Level: 1-4
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Cost Benefit Analysis; Financing of Public Services

The film shows how the organized community provides many services for people which might not otherwise be provided. It develops how payments for these services are secured.

2. ECONOMIC SECURITY AND WELFARE PROGRAMS

The United States in the 20th Century: 1932-1940
Film; 21 mins.; B&W; sound
Coronet Films, 1957 (There are many distributors throughout the country. Consult telephone directory for distributor in your area.)
U.S. History; Economics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Impact of Great Depression on Economic Policy

The film pictures the state of the economy at the depths of the depression. It describes the policies the Roosevelt administration used to grapple with the nation's economic difficulties.

3. AGRICULTURE

The Cotton Farmer
Film; 15 mins.; color; sound
Encyclopaedia Britannica Educational Corp., 1963
U.S. History; Economic Geography; Economics Grade Level 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Consequences of Technological Change in Production of Cotton

This film shows how technological advances cut costs and increased output in the production of cotton. But there are problems: Technological improvements sometimes add to an output that cannot always be sold to cover costs of all cotton producers. What then?

Growth of Farming in America (1865-1900)
Film; 14 mins.; B&W; sound

00039

Coronet Films, 1967 (There are many distributors throughout the country. Consult telephone directory for distributor in your area.)
U.S. History Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Cost-Price Relationships as a Source of American Farm Problems

Much of American farming was transformed from local, small scale to national, large scale operations during the last three decades of the 19th century. During this period of transition, difficulties in achieving a balance between the costs of inputs and the income from outputs agitated American farmers. Rising costs of farming, increasing costs of transportation, unavailability and expensiveness of farm credit, and fluctuating prices for farm products led American farmers to turn toward Granges, Populists, and Free Silver advocates for political solutions to their economic difficulties.

Hard Times in the Country
Film; 59 mins.; B&W; sound
National Educational Television, 1970 Distributed through Indiana University
Problems in American Democracy; U.S. History; Consumer Economics; Economics Grade Level: 11-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Price Determination in Factor and Product Markets of American Agricultural Sector

This film describes the economic dilemmas facing many American farmers. Technology tends to favor large corporate farms over smaller family operated units. The farmers frequently sell their output to oligopsonist buyers and buy their inputs from oligopolist sellers. There are some realistic scenes of the slaughter of animals in a packing plant that may offend the squeamish.

Our Food Surplus — A Mixed Blessing
Filmstrip; 42 frames; B&W
Current Affairs Films, 1963
U.S. History; Economics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS. Sources and Consequences of Productivity of American Farmers

In most of the world, an inadequate supply of food is a pressing problem; in the United States, how to manage a surplus of food and fiber so that they can be sold at profitable prices is a persisting problem. The application of science and technology is responsibile for fantastic productivity of American farmers. Although the number of people and the percentage of persons in the labor force engaged in agriculture have been declining, farm incomes remain very low. Despite governmental agricultural programs that date back several decades, the paradox of high productivity and low incomes for American farmers, and surplus food here and inadequate food abroad, persists.

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Small Farm
Film; 11 mins.; color; sound
Sterling Educational Films, 1967
Social Studies Grade Level: 4-8
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Decision-making by an Agricultural Entrepreneur

The film describes the operation of a strawberry farm and depicts all the decisions that must be made by the farmer from producing the crop to marketing it for ultimate consumption.

4. URBAN ECONOMIC PROBLEMS

The Cities: To Build the Future
Film; 60 mins.; color; sound
BFA Educational Media Division, CBS, 1968
Social Studies Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Private and Public Investment; Social Costs and Social Benefits

The film, produced for CBS News, develops a systematic approach to urban planning and renewal. It describes the urban renewal program of Philadelphia and discusses urban planning in Columbia, Maryland, and Irvine, California.

One Way to Better Cities
Film; 29 mins.; color; sound; teacher's guide
Harold Mantell, Inc., 1969 Distributor: Association-Sterling Films
Social Studies; U.S. History; Economics (Advanced Students)
Grade Level: 12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Economic Effects of the Property Tax

The film discusses the economic influences of the property tax. It attributes to this tax urban decay, suburban sprawl and land speculation. The film advances suggestions as to how private industry might be motivated to renew, upgrade and develop urban improvement programs.

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International Economics

1. INTERNATIONAL TRADE AND FINANCE

Breaking the Trade Barrier: PART I
Film; 30 mins.; B&W; sound
McGraw-Hill Book Company, Text-Film Department, 1962
World History; U.S. History; Economics Grade Level: 10-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Basis for an Integrated Trade Policy Between United States and European Nations

The film, a CBS report, uses a discussion between Presidents Eisenhower and Kennedy to develop the rationale of closer economic ties between the United States and Europe. Costs, as well as benefits of freer trade, are presented.

Breaking the Trade Barrier: PART II
Film; 30 mins.; B&W; sound
McGraw-Hill Book Company, Text-Film Department, 1962
World History; U.S. History; Economics Grade Level: 10-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Basis for an Integrated Trade Policy between United States and European Nations

As in Part I, interviews with President Kennedy and business leaders are used to develop the rationale of closer economic ties between the United States and Europe. Costs, as well as benefits of freer trade, are presented.

The European Economic Community
Film; 14 mins.; color; sound
Coronet Films, 1965 (There are many distributors throughout the country. Consult telephone directory for distributor in your area.)
World History; Economics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: National Boundaries as Barriers to Efficient Allocation of Scarce Resources

The film tells the story of the development of the European Economic Community. In the past, European national trade rivalries restricted economic advance. A more efficient allocation of scarce resources with a higher level of living for all should follow the achievement of the three economic goals of the EEC: elimination of tariffs, free exchange of labor and capital, and creation of a common market.

International Trade: World's Lifeline
Filmstrip; 43 frames; color
Current Affairs Films, 1969
Social Studies Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: International Specialization and Division of Labor; Theory of Comparative Advantage

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The filmstrip describes the income and the employment effects of international trade. It relates the story of the emergence of freer trade in the contemporary world.

Money Talks: Exports, Imports, Dollars and Gold—PROGRAM III
Film; 30 mins.; B&W; sound
Columbia Broadcasting System, 1962 Distributor: Carousel Films, Inc.
U.S. History; Economics (Advanced and Honor Students)
Grade Level: 11-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Comparative Advantage; Balance of Payments

Trade, whether within or between nations, takes place when trading partners find it mutually advantageous. Generally, there are no obstacles to trade within a nation. Areas inside a country are usually free to specialize on the basis of comparative advantage with these beneficial results: lower costs and greater productivity, increased output and rising levels of living. Unimpeded trade among nations could provide similar beneficent results. International trade, however, is seldom completely free of governmental regulations. The film explains the relationships among international trade, balance of payments and gold flows.

Mr. Europe and the Common Market
Film; (two reels) 60 min.; B&W; sound
Columbia Broadcasting System, 1962 Distributor: Carousel Films, Inc.
European History Grade Level: 11-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Division of Labor and the Extent of Markets

A truckload of carborundum grinding wheels is followed from England to Milan, Italy. The film shows the barriers to trade that add to costs and inhibit output. Mr. Monnet describes how the common market will, by removing barriers to trade, make possible an international flow of men and goods that will add to productivity and lead to a higher level of living in Western Europe.

Round Trip: The U.S.A. in World Trade
Film; 20 mins.; B&W; sound
Encyclopaedia Britannica Films, Inc., 1952
U.S. History; World History; Problems of American Democracy; Economics
Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: The Economic Basis for Unhampered International Trade

The film describes the causes and benefits of foreign trade. It explains how unhampered international trade could improve allocation of scarce resources and lead to higher levels of living.

Understanding International Trade (Economics for Our Times Series)
Filmstrip; 34 frames; color

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McGraw-Hill Book Company, Text-Film Department, 1962
U.S. History; Economics Grade Level: 10-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Foreign Trade; Balance of Payments; and Levels of Living

Nations engage in foreign trade because it is mutually advantageous. Since no nation's currency is always and everywhere acceptable, problems of financing international trade emerge. The filmstrip describes the advantages of international trade and the sources of balance of payments problems.

World Trade for Better Living
Film; 20 mins.; B&W; sound
Encyclopaedia Britannica Educational Corp., 1951
U.S. History; World History; Economics Grade Level: 7-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Economic Basis for Free Trade

The film shows how foreign trade is beneficial to nations. It develops the argument for free international trade on the basis of the theory of comparative advantage.

2. PROBLEMS OF UNDERDEVELOPED NATIONS

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Comparative Economic Systems and Economic History

1. COMPARATIVE ECONOMIC SYSTEMS

American Capitalism: A Flexible and Dynamic System (Economics for Our Times Series)
Filmstrip; 37 frames; color
McGraw-Hill Book Company, Text-Film Department, 1962
American History; Economics (Superior Students) Grade Level: 11-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Laissez-faire Capitalism and the Mixed Economy

> The filmstrip presents data on U.S. productivity and the standard of living and compares them with those of the rest of the world. The theory of capitalism, as envisioned by Adam Smith, is developed and departures from the theory are described. The role of government in contemporary American economy is discussed.

Communism and Economics
Filmstrip; 42 frames; color; record; teacher's guide
Society for Visual Education, Inc., 1963
Social Studies Grade Level: 7-9
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Comparative Economic Systems

> The filmstrip depicts a communist-oriented economic system and compares this system with a market-oriented system, American style. While some may challenge the filmstrip's emphasis on the virtues of a market system and the vices of a communist system, the strip does provide a stimulating basis for discussion of two ways of organizing an economic system.

Communist China
Film; 30 mins.; B&W; sound
McGraw-Hill Book Company, Text-Film Department, 1964
World History; Economics Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Allocation of Resources in Communist China

> The film, largely edited newsreels, provides insights into the organization and operation of the economy of Communist China. The considerations that shaped the major decisions on allocation of scarce resources are presented.

Comparative Economic Systems (World of Economic Series)
Filmstrip; 35 frames; color
McGraw-Hill Book Company, Text-Film Department, 1963
World History; U.S. History; Problems of Democracy
Grade Level: 10-12

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ANALYTICAL CONCEPTS AND GENERALIZATIONS: How Different Economic Systems Cope with Basic Economic Problems

Because of scarcity of resources relative to human desires, every society must cope with the problem of achieving optimal allocation of resources. The filmstrip describes how laissez-faire and mixed capitalism, and commu.ist, fascist and socialist systems decide the fundamental economic questions.

2. ECONOMIC HISTORY

Beginnings and Growth of Industrial America
Film; 11 mins.; B&W; sound
Coronet Films, 1960 (There are many distributors throughout the country. Consult telephone directory for distributor in your area.)
U.S. History; Social Studies Grade Level: 5-8
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Sources of Economic Growth in United States

The film, concentrating on the period from the Revolutionary War to the Civil War, describes some of the evolutionary process that transformed the United States from an agricultural to an industrial nation. It deals in some detail with the economic, political, social and technological factors that contributed to this change.

Colonial Shipbuilding and Sea Trade
Film; 11 mins.; color; sound
Coronet Films, 1958 (There are many distributors throughout the country. Consult telephone directory for distributor in your area.)
Social Studies Grade Level: 5-9
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Comparative Advantage; Specialization; and Division of Labor

The film traces the evolution of the shipping industry in New England during colonial times. Because of its location and the skills of its population, New England emerged as the shipping center of Colonial America. Trade brought employment, increasing incomes, and rising levels of living, not only to colonies in New England but throughout Colonial America.

Impact of the Gay Nineties: Footnotes to the Times
6 tapes; 18-22 mins.; teacher's guide
H. Wilson Corporation, 1969
Social Studies Grade Level: 7-9
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Money; Distribution of Income; Business Cycle

These tapes portray the transition in the U.S. from an agricultural to an industrial society. They depict the living styles of people from the af-

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fluent to the poor. *The Panic of 1893 is used as a vehicle to develop in*sights into business cycles, unemployment and the causes of instability.

The Growth of the Labor Movement, Part I and Part II
Filmstrip; Part I, 98 frames, Part II, 99 frames; 37 mins.; color; sound; teacher's guide
Guidance Associates of Pleasantville, N.Y., 1970
U.S. History; Economics; Problems of American Democracy; Business Courses Grade Level: 8-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Origins, Organization and Activities of American Labor Movement

Through a description of conditions of work in the United States, the filmstrip endeavors to explain the emergence of a labor movement. The contemporary organizational structure and operations of our American unions are described.

The Industrial Revolution in England
Film; 25 mins.; color; sound
Encyclopaedia Britannica Educational Corp., 1960
World History; Social Studies Grade Level: 7-9
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Sources and Consequences of Industrialization

The film describes the evolution of manufacturing in England from the cottage system. Among essential questions discussed are: Why the development first took place in England, and how the transformation of industry in England affected levels of living there.

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SPECIAL SERIES
(Items Covering a Wide Range of Concepts)

The American Economy Filmstrip Series
12 filmstrips; each about 20 mins.; color; sound; teacher's guide
National Association of Manufacturers, 1969
Distributor: McGraw-Hill Book Co.
Social Studies; U.S. History; Economics; Business Grade Level: 7-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Fundamental Principles of Economic Analysis

The titles of the 12 filmstrips are descriptive of their contents: (1) The Economy And You; (2) Prices: Balance Wheel of the Economy; (3) Productivity: The Key to Better Living; (4) Capital: Foundation of the Economy; (5) Wages in a Market Economy; (6) Profits: Fuel of the Economy; (7) Money and Banking; (8) Business Cycles; (9) The United States and International Trade; (10) Comparative Economic Systems; (11) How to Manage Your Income; (12) Personal Economic Security. Of these, items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 12 are particularly useful in the teaching of economics.

Basic Economics (Tweedy Transparencies #1860 Series)
38 multicolor transparencies with 114 overlays divided into 6 major categories
Tweedy Transparencies, 1969
Social Studies Grade Level: 9-12
ANALYTICAL CONCEPTS AND GENERALIZATIONS: The Basic Economic Principles

The 38 transparencies and 114 overlays are divided into six major categories which well describe the content of these transparencies. The categories are: (1) The Economic Problem, 7 transparencies; (2) The Market Economy, 5 transparencies; (3) The Role of the Household, Firm and Government, 7 transparencies; (4) The Circular Flow of Economic Activity, 5 transparencies; (5) Money, Banking and Monetary Policy, 8 transparencies; (6) Economics Around the World, 6 transparencies.

Cities at Work
12 filmstrips; 50 to 70 frames; color; records; teacher's guide
Science Research Associates, Inc., 1970
Social Studies Grade Level: 6-8
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Economic Aspects of City Problems

"Cities at Work" is a set of 12 filmstrips accompanied by 6 records. There is some economic analysis content in almost all of these, although they were not designed for that purpose. The titles of the 12 filmstrips are: The City and Transportation; The City, Water, and Air; Dots on

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the Earth; Keeping Cities up to Date; Marketplace of Goods and Services; Marketplace of Ideas; What Is a City; What Keeps People Together; Why a City Grows; Why a City Is Where It Is; Why Must Cities Plan; The City and Government.

Economics in Our World
8 filmstrips; approximately 40 frames per strip; color; flash cards; chart; teacher's guide
Teaching Resources Films, 1971
Social Studies Grade Level: 5-8
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Exchange, Demand, Income, Money, Resources, Productivity, Imports-Exports, Government as a Producer

This series of filmstrips is intended to provide a basic introduction to economic analysis. The teacher's guide explains the principal purposes and the key ideas involved in each filmstrip. Suggestions for class preparations, follow-up discussion and activities are also included for each filmstrip.

The recommended ordering of the filmstrips is as follows: (1) Specializing and Exchanging; (2) We Are All Consumers; (3) Working and Earning; (4) Economic Systems; (5) Money and Exchange; (6) Labor Unions; (7) International Trade; (8) Government Goods and Services.

Economics for the Concerned Citizen
12 films; each 30 mins.; B&W; sound
University of Nebraska, 1968 Distributor: Indiana University
Economics and Business (Advanced Students)
Grade Level: High School
ANALYTICAL CONCEPTS AND GENERALIZATIONS: Several of the fundamental concepts and generalizations of economics form the basis of the exposition in this series.

The 12 lessons in the series are designed to make the workings of our economic system understandable to all citizens. The emphasis is on the considerations facing a decision-maker in his private role as a consumer and in his public role as a citizen.

The titles of the 12 films in the series follow: (1) What Economics Is All About; (2) The American Economy and the People in It; (3) Markets and Prices; (4) The Realities of a Mixed Economy; (5) How We Raise Our Living Standards; (6) Fiscal Policy; (7) The U.S. in the World Economy; (8) International Monetary Problems; (9) Other Economic Systems; (10) Some Problems of a Growing Economy; (11) Economic Stability; (12) Money, Banking, and Monetary Policy.

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A Visual Analysis of the American Economy
54 transparencies; color; teacher's guide
D. C. Heath & Company, 1968
Economics Grade Level: High School
ANALYTICAL CONCEPTS AND GENERALIZATIONS: The basic elements of the standard principles course in both micro- and macroeconomics is contained in the 54 transparencies.

The transparencies provide overhead projectuals that endeavor to explain in depth the following 17 basic concepts in economics: (1) Production Possibilities Curve; (2) Circular Flow of the Economy; (3) Demand and Supply; (4) Elasticity of Demand; (5) Simplified Theory of the Firm; (6) Functional Distribution—Pricing the Factors of Production; (7) Wages; (8) Lorenz Curve; (9) Federal Administrative Budget; (10) National Income Accounting; (11) Theory of Income Determination—Vertical Bar Graph; (12) Theory of Income Determination — 45° Line; (13) Determining Equilibrium Where Savings Equal Investment; (14) Money and Prices; (15) Money Creation in the Banking System; (16) Business Cycles; (17) Balance of Payments.

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PART V

Producers and Distributors

Aims Instructional Media Services, Inc.
P.O. Box 1010
Hollywood, Cal. 90028

American Bankers Association, The
1120 Connecticut Avenue, N.W.
Washington, D.C. 20036
State banking associations in each state.

American Stock Exchange
Education Services Department
86 Trinity Place
New York, N.Y. 10006

Association-Sterling Films
866 Third Avenue
New York, N.Y. 10022

Arthur Barr Productions
P.O. Box 7-C
Pasadena, Cal. 91104

AVI Associates, Inc.
825 Third Avenue
New York, N.Y. 10022

Holt, Rinehart & Winston, Inc.
383 Madison Avenue
New York, N.Y. 10017

Barclays Bank Limited
PanAm Building — 7th Floor
200 Park Avenue
New York, N.Y. 10017

BFA Educational Media
Div. Columbia Broadcasting System, Inc.
2211 Michigan Avenue
Santa Monica, Cal. 90404
Consult telephone directory for distributor in your area.

Columbia Broadcasting System, Inc.
Cinema Center Films Division
46 East 52nd Street
New York, N.Y. 10020

Carousel Films, Inc.
1501 Broadway, Suite 1503
New York, N.Y. 10036

Churchill Films
662 North Robertson Boulevard
Los Angeles, Cal. 90069
Consult telephone directory for distributor in your area.

Committee for Economic Development
Distribution Division
477 Madison Avenue
New York, N.Y. 10022

McGraw-Hill Book Company
Text-Film Division
1221 Avenue of the Americas
New York, N.Y. 10020

Coronet Films
65 East South Water Street
Chicago, Ill. 60601
Consult telephone directory for distributor in your area.

Current Affairs Films
Division of Key Productions, Inc.
527 Madison Avenue
New York, N.Y. 10022

Dun & Bradstreet, Inc.
Business Education Division
666 Fifth Avenue
New York, N.Y. 10019

Audio Productions
Film Center Building
630 Ninth Avenue
New York, N.Y. 10036

Educational Media Services, Inc.
211 East 43rd Street
New York, N.Y. 10017

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Encyclopaedia Britannica
Educational Corp.
425 North Michigan Avenue
Chicago, Ill. 60611

Guidance Associates
A Subsidiary of Harcourt Brace
Jovanovich
Pleasantville, N.Y. 10570

D. C. Heath & Co.
125 Spring Street
Lexington, Mass. 02173

Household Finance Corporation
Money Management Institute
Prudential Plaza
Chicago, Ill. 60601

Institute of Life Insurance
277 Park Avenue
New York, N.Y. 10017

Association-Sterling Films
14 Great Road
Littleton, Mass. 01460

Association-Sterling Films
600 Grand Avenue
Ridgefield, N.J. 07657

Association-Sterling Films
324 Delaware Avenue
Oakmont, Pa. 15139

Association-Sterling Films
915 NW 19th Avenue
Portland, Ore. 97209

Association-Sterling Films
6420 West Lake Street
Minneapolis, Minn. 55426

Association-Sterling Films
5797 New Peachtree Road
Atlanta, Ga. 30340

Association-Sterling Films
2221 South Olive Street
Los Angeles, Cal. 90007

Association-Sterling Films
512 Burlington Avenue
LaGrange, Ill. 60525

Association-Sterling Films
8615 Directors Row
Dallas, Texas 75247

Association-Sterling Films
25358 Cypress Avenue
Haywood, Cal. 94544

The International Film Bureau, Inc.
332 South Michigan Avenue
Chicago, Ill. 60604

Mantell, Harold, Inc.
The Robert Schalkenbach
Foundation, Inc.
505 Eighth Avenue
New York, N.Y. 10018

Association-Sterling Films
866 Third Avenue
New York, N.Y. 10022

McGraw-Hill Book Company
Text-Film Department
1221 Avenue of the Americas
New York, N.Y. 10020

Modern Talking Picture Service,
Inc.
1212 Avenue of the Americas
New York, N.Y. 10036

National Association of
Manufacturers
277 Park Avenue
New York, N.Y. 10017

McGraw-Hill Book Company
Text-Film Department
1221 Avenue of the Americas
New York, N.Y. 10020

The National Education Program
Harding College
875 East Center Avenue
Searcy, Arkansas 72143

National Educational Television
Indiana University
Audio-Visual Center
Bloomington, Ind. 47401

National Film Board of Canada
680 Fifth Avenue
New York, N.Y. 10019

McGraw-Hill Book Company
Text-Film Department
1221 Avenue of the Americas
New York, N.Y. 10020

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Science Research Associates, Inc.
259 East Erie Street
Chicago, Ill. 60611

SVE — Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Ill. 60614

Sterling Educational Films
241 East 34th Street
New York, N.Y. 10016
Consult telephone directory for distributor in your area.

John Sutherland Productions, Inc.
8425 West Third Street
Los Angeles, Cal. 90048

Teaching Resources Films
% The New York Times
Station Plaza
Bedford Hills, N.Y. 10507

Tweedy Transparencies
208 Hollywood Avenue
East Orange, N.J. 07018

Twentieth Century Fund
41 East 70th Street
New York, N.Y. 10021

McGraw-Hill Book Company
Text-Film Department
1221 Avenue of the Americas
New York, N.Y. 10020

U.S. Department of Labor
Bureau of Labor Statistics
Washington, D.C. 20212

U.S. Dept. of Labor
Bureau of Labor Statistics
JFK Federal Building
Boston, Mass. 02203

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Bureau of Labor Statistics
1515 Broadway
New York, N.Y. 10036

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Bureau of Labor Statistics
1317 Filbert Street, Rm. 406
Philadelphia, Pa. 19107

U.S. Dept. of Labor
Bureau of Labor Statistics
1371 Peachtree Street, N.E.
Atlanta, Ga. 30309

U.S. Dept. of Labor
Bureau of Labor Statistics
300 South Wacker Drive,
8th Floor
Chicago, Ill. 60606

U.S. Dept. of Labor
Bureau of Labor Statistics
911 Walnut Street
Kansas City, Mo. 64106

U.S. Dept. of Labor
Bureau of Labor Statistics
1100 Commerce Street, Rm. 6B7
Dallas, Texas 75202

U.S. Dept. of Labor
Bureau of Labor Statistics
450 Golden Gate Avenue
Box 36017
San Francisco, Cal. 94102

Nebraska Educational Television Network
Nebraska Council on Economic Education
University of Nebraska
Lincoln, Nebraska 68508

Indiana University
Audio-Visual Center
Bloomington, Ind. 47401

H. Wilson Corporation
555 West Taft Drive
South Holland, Ill. 60473
Consult telephone directory for distributor in your area.

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